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ABSTRACT

To determine the status of the Future Business Leaders of America (FBLA) and the variety of activities that are carried on in the FBLA clubs which make up the Pennsylvania Chapter, questionnaires were sent to each chapter in the state, and interviews were held with one adviser and one student from each of the 16 regions in the state. Usable returns from 75 student representatives and 109 advisors plus the interview data revealed that: (1) More than half the chapters were located in schools with enrollments of 250-270 students; (2) Approximately 25 percent of the chapters used some listing or guide in planning program activities; (3) In addition to the requirement that students be enrolled in at least one business subject, several chapters also required that the student also be a business major and have a certain grade point average; (4) Activities carried out by the clubs included fund-raising, school service projects, and community service projects; and (5) It was generally believed that local school districts did not provide much assistance to the local clubs. Several recommendations are included. (SB)

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THE STATUS OF FUTURE BUSINESS LEADERS OF AMERICA CHAPTER ACTIVITIES IN THE STATE OF PENNSYLVANIA—1967-1970

Alma Doris Nagle

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A Thesis

Presented to

the Faculty of the Graduate School

Indiana University of Pennsylvania

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

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by

Alma Doris Nagle

August 1971

Indiana University of Pennsylvania
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Chapter 1

THE PROBLEM AND ITS SCOPE

The Future Business Leaders of America (FBLA) was originated by Dr. Hamden L. Forkner in 1942[1] and has grown to be one of the largest of the vocational youth groups in the United States today. It is a national organization for all students enrolled in business subjects and includes both high school and post-high school students. Local chapters are chartered and operated under the national constitution. Most of the states have been organized as state chapters and are functioning well with the local FBLA and Phi Beta Lambda (post-high school) chapters within the state. Officers and advisory committees see that a worthwhile program of activities is carried out for the membership at each of the three levels of the organization.[2]

Foremost in planning this program of activities are the ideas and beliefs put forth in the organization's Creed.[3] The eleven purposes are used as guidelines to a well-rounded program for each member or chapter.[4]

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[1]Richard D. Clanton, "The Future Business Leaders of America," Administration and Supervision of Business Education, (Washington, D.C., National Business Education Association Yearbook,) 1965, 203.

[2]_____, "FBLA's Plan of Organization," Business Education Forum, April, 1965, 32.

[3]See Appendix, Exhibit A--FBLA Creed.

[4]_____, "Purposes," Future Business Leaders of America Handbook. (Washington, D.C., National Business Education Association,) 1963, 3.

THE PROBLEM

General Statement

The purpose of this problem was to determine the status of Future Business Leaders of America chapters in the state of Pennsylvania. Emphasis was placed upon the number and varieties of activities conducted.

Specific Problems

The specific problems of this study were:

1. Where can chapter advisers or chapter members look for ideas for use in planning effective programs for their own chapter?
2. What fund-raising projects have proven worthwhile in the Pennsylvania chapters?
3. Are most chapters in Pennsylvania holding their meetings during school time or on out-of-school time?
4. Do chapters have special qualifications for membership?
5. Do local chapters deem it advisable for members to seek and hold offices higher in the organization than at the local level?
6. Why don't more business education teachers sponsor FBLA clubs in their schools?
    a. Is there a lack of interest on the part of business teachers in the program?
    b. Is the responsibility of a club too time-consuming for the adviser?
7. Do boys take an active part in the chapter activities in Pennsylvania? Why or why not?

Source of the Problem

The idea for the problem was that of the researcher and was strengthened with the assistance of Dr. William Selden, Pennsylvania State Chairman of the Future Business Leaders of America.

3. Many chapters use additional qualifications for membership in their clubs over and above those set up by the national constitution.

4. Most chapters do not have members who seek and hold offices higher in the organization than at the local level.

5. Many business teachers do not wish to sponsor FBLA clubs in their high schools for several reasons. Two of the main reasons are as follows:

   a. There is a lack of interest in the program on the part of the business teachers.

   b. The responsibility of the club is too time-consuming for the average adviser.

6. The local units within the Pennsylvania Chapter of FBLA use the officially-recognized fund-raising projects successfully.

7. The local chapters use many non-sponsored fund-raising projects successfully.

Need for the Problem

The researcher has frequently been asked about written materials pertaining to the scope and practices of the programs of the local Future Business Leaders of America chapters in Pennsylvania. No such compilation of materials of the programs of the chapters in Pennsylvania is available.

Chapter 2

THE PROCEDURES

The data required to complete this research was obtained from various sources. The State office of FBLA, including the Executive Secretary and the State Chairman, were helpful in supplying up-to-date information regarding the identification of chapters and advisers and in making it possible to get out the questionnaires to the necessary individuals. At the annual Fall Leadership Workshop held in Pittsburgh in September, the questionnaires were explained and distributed to the advisers and representatives present. Additional questionnaires were mailed to representatives of chapters not present at this session. The advisers and representatives of the individual chapters were most cooperative in giving information about their chapters. Interviewees were most helpful when the researcher visited them to verify the survey forms.

DATA REQUIRED

The data required for the problem included the following:

1. The names and addresses of each active chapter in the state of Pennsylvania.
2. The names of the advisers of each chapter as of September 18, 1970.
3. The names of the representatives of each chapter as of September 18, 1970.
4. A map of the state of Pennsylvania designating the location of the 16 regions within the state.
5. A listing of the kinds of activities carried on in the chapters in Pennsylvania.

6. A listing of fund-raising projects in Pennsylvania chapters.

7. An itemized list of the times that meetings were held in the Pennnsylvania FBLA chapters.

8. A listing of qualifications for membership in FBLA used in the Pennsylvania chapters.

9. A listing of reasons why boys do not join Pennsylvania FBLA clubs.

10. A listing of uses for point systems utilized in Pennsylvania chapters.

11. A chart showing the division of activities at various levels of the organization and the frequency of incidence.

12. A listing of service projects used for the school and for the community by the chapters of FBLA in Pennsylvania.

13. A chart indicating the amount of time the adviser spent on the activities of FBLA throughout the state of Pennsylvania.

14. Information about the expenses and salaries of advisers of FBLA in the state.

15. Information about how, when, and why the advisers are working with FBLA chapters in Pennsylvania.

16. A listing which shows the manner of contribution to the operation of the club by the various school districts in the state.

COLLECTING THE DATA

The data needed for the study was collected by means of a questionnaire and with personal interviews with the representatives and advisers of one chapter within each of the 16 regions into which the state of Pennsylvania is divided, as well as from a review of literature.

The researcher received from the Pennsylvania Executive Secretary of FBLA an up-dated listing of all chapters and advisers within the State Chapter as of September 18, 1970. Additional names of chapters and advisers were received in the early weeks of the school term as they became available. For this survey, all 150 active chapters in Pennsylvania were contacted.

Initial questionnaires,[5] with accompanying cover letters,[6] were distributed to one chapter adviser and one chapter representative at the annual Fall Leadership Workshop held in September, which convened in Pittsburgh. Those chapters not present at the Workshop and those chapters not returning the questionnaire previously were mailed copies of the questionnaire the following week. A cover letter and a self-addressed envelope were enclosed for convenience in returning the completed forms.[7] After a three-week lapse of time, additional questionnaires with follow-up letters[8] were mailed to all chapters not responding on the first mailing.

Personal interviews with the adviser and the representative of one chapter in each of the 16 regions of the state were conducted.[9] These interviews were held at the chapter's own school and were done for the purpose of verifying the answers on the checklist and to check the usefulness of the questionnaire.

The data was analyzed and the findings were reported in descriptive narrative. Figures and tables were used to give a more complete picture of the findings.

The findings were summarized and conclusions were drawn from the findings. Recommendations for improving the activities of the local chapters in the state were made.

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[5]See Appendix, Exhibit B--Questionnaire.

[6]See Appendix, Exhibit C--Cover Letter A.

[7]See Appendix, Exhibit D--Cover Letter B.

[8]See Appendix, Exhibit E--Cover Letter C.

[9]See Appendix, Exhibit F--Map of Pennsylvania indicating regions.

A list of successful activities was compiled to provide guidance for chapters and potential chapters in planning programs in the future.

Chapter 3

REVIEW OF LITERATURE

HISTORY OF FBLA

The beginnings of the Future Business Leaders of America go back more than thirty years to the days in 1937-1938 when Dr. Hamden L. Forkner first proposed such an organization. Ideas are slow to grow; but in 1940 the National Council of Business Educators did accept sponsorship of the organization.[10] The first chapter was chartered in Johnson City, in the State of Tennessee, on February 3, 1942. Forty other chapters were established during the year of 1942;[11] but, because of World War II, the growth of the organization was deterred for several years. The war did have a positive effect on those few organized chapters in that they attempted to do something to help the war effort. This was the beginning of service activities in the club.[12]

The FBLA initially was sponsored by the National Council of Business Educators and continued under that sponsorship throughout the changes in names and status of that parent association. In February, 1969, at the National Business Education Association's Board of Trustees meeting in Chicago, the Future Business Leaders of America-Phi Beta Lambda, Inc., was organized as an independent organization, to become effective with the signing of articles of incorporation which took place on June 15,

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[10]Clanton, 203.

[11]Clanton, 203.

[12]Clanton, 204.

1969.[13] It was changed to this independent, non-profit tax status in order to provide more and complete services and activities to youth in the wider range of youth development.[14] With this change in status came some changes in terminology. For instance, the use of the term adviser replaced that of sponsor to indicate the more expressiveness of the nature of that individual's duties. National Leadership Conference is the new term for National Convention because it is truly more indicative of the organization's program of leadership development.

Today, the high school branch--the FBLA--is one of the largest of the vocational youth groups in the country. There are more than five thousand chapters in the United States that are active and working groups. Because of the reflected interest in this fast-moving organization, it deserves the support of every business education supervisor and teacher and should become a part of the total school program in the high school today.[15]

The college division--Phi Beta Lambda--is training future business teachers in values, techniques, and activities of the club so that they might have a background to carry over to their work as future advisers.

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[13] _____, "FBLA-Phi Beta Lambda Granted Corporate Status," Tomorrow' Business Leader, 1, December, 1969, 3.

[14] _____, "NBEA Approves FBLA-PBL, Inc.," Phi Beta Lambda Newsletter, 10, Winter, 1969, 3.

[15] Clanton, 204.

PURPOSES

The club has eleven basic purposes to guide the members and the chapters in planning and carrying out a worthwhile program of activities that will build the members to a better student, a better worker, a better neighbor, and a better citizen. The eleven purposes are as follows:

1. Develop competent, aggressive business leadership.
2. Strengthen the confidence of young men and women in themselves and their work.
3. Create more interest and understanding in the intelligent choice of business occupations.
4. Encourage members in the development of individual projects and in establishing themselves in business.
5. Encourage members to improve the home and the community.
6. Participate in worthy undertakings for the improvement of business and community.
7. Develop character, train for useful citizenship, and foster patriotism.
8. Participate in cooperative effort.
9. Encourage and practice thrift.
10. Encourage improvement in scholarship and promote school loyalty.
11. Improve and establish standards for entrance into store and office occupations.[16]

UNIFIED MEMBERSHIP

Membership in FBLA is on a tri-level basis--the local, the state, and the national chapters. Membership on one level precludes membership on the other two. None is available without all three. Each chapter is

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[16]National Handbook, 3. (Revised in 1970 to be eleven purposes.)

chartered by the national organization, and only chartered and active clubs may use the name and insignia of the organization.[17]

Local Chapter

Each separate chapter has an elected set of officers consisting of the president, the secretary, the treasurer, and the vice president(s) along with any other officer(s) necessary to carry out the responsibilities of that chapter's charter and constitution. The local chapter may be composed of several clubs in order to accommodate different groups within the school.[18]

In Pennsylvania the first charter was issued to the Blairsville High School Chapter, which was chartered on March 22, 1943. There have been 262 charters issued in the state to this time,[19] some of which have since been returned because the schools to which they were issued are no longer in existence or for other unknown reasons. In the 1969-1970 term, 150 chapters were active in Pennsylvania, while 33 were inactive for the year.[20]

State Chapter

The Pennsylvania State Chapter was chartered in 1952 under the direction of the state sponsor.[21] In 1969 the Chapter was placed under

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[17]"Plan of Organization," 31. [18]"Plan of Organization." 31.

[19]Ledger records from the office of the national executive director for the year 1969-1970, from Edward Miller, July 29, 1970.

[20]Written notes from Edward Miller in the office of the national director, Washington, D.C., July 18, 1970.

[21]Notes from Miller.

the direction of an executive secretary and of the Department of Education Supervisor of Business Education, who acts as State Chairman. The change was made to increase the efficiency and effectiveness of the State Chapter in its services to local chapters and members.

The Pennsylvania Chapter, composed of more than one hundred fifty chapters, is divided into 16 regions. Each region is guided by a regional adviser and elects a president, a secretary, and any other officer(s) necessary to carry on the business of the region. These officers hold office for one year. The regions meet in conference twice a year. Until the change in administration at the state level, the presidents of the regions also served as vice presidents of the State Chapter;[22] however, this was changed at the State Leadership Conference in May, 1970, with the adoption of a new constitution.[23]

Pennsylvania is divided into three districts,[24] with a student and an adviser selected from each district to work with the four elected officers--the president, the vice president, the secretary, and the treasurer--as the Executive Council of the Pennsylvania Chapter of FBLA. These seven students and three advisers carry on the official business of the planning and carrying out of the programs for the State Chapter. They work with the guidance and assistance of the State Chairman, the Executive Secretary, and ex-officio advisers.[25]

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[22] _____, "Duties of Officers," Pennsylvania Future Business Leaders of America Handbook, 2, 1966, 13.

[23] Pennsylvania Future Business Leaders of America By-Laws, Adopted May 12, 1970, Harrisburg, Pennsylvania, 1.

[24] See Appendix, Exhibit G--Map of Pennsylvania indicating districts.

[25] Pennsylvania By-Laws, 2.

The State Chapter meets at least once a year to transact business, to review the work of the organization, and to conduct the state contests. Each state has an advisory committee made up of advisers and sponsors which functions for the purpose of assisting and directing the activities of the State Chapter.[26]

National Chapter

The national organization meets once a year in the National Leadership Conference where new officers are elected after vigorous, educational election campaigns. The elected officers consist of the president, the secretary, and the treasurer. Five regional vice presidents are elected and serve with the other three elected officers to make up the Executive Committee. These officers meet during the year for a leadership training period and to plan and execute those plans for the organization as a whole. They are guided and assisted by a board of directors consisting of regional advisers, the national adviser, and the executive director. Election to one of these offices is the highest honor that a member can attain.[27]

The combining forces for all the chapters in the nation is the national organization. Its personnel has the responsibility of providing the new official publication of Future Business Leaders of America-Phi Beta Lambda, Inc., the magazine Tomorrow's Business Leader. They reorganize memberships and issue credentials, and their workers staff the

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[26]Clanton, 204.

[27]_____, "Developing Leadership Traits," Future Business Leader, 21, Spring, 1968, 3.

permanent office and provide the staff and site for the annual National Leadership Conference.[28] The national office performs many important liaison functions at the national level with other youth groups, with professional business organizations, and with governmental agencies.[29]

MEMBERSHIP

Active membership in all of the three levels of FBLA is open to any high school student having completed or currently enrolled in one or more business subjects.[30] In addition to active membership in the chapter, a club may bestow associate memberships and honorary memberships on individuals allied with the activities of the club. These may include former members, faculty, administrative personnel of the school, or persons in the business community.[31]

ACTIVITIES

Hall, in his study of FBLA activities, said, ". . . activities now found in all schools can help bridge the gap between school and community, if they are used judiciously."[32]

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[28] _____, "Why the Future Business Leaders of America?," Business Education Forum, 20, January, 1966, 38.

[29] _____, "Organization," FBLA Facts, (Washington, D.C., Future Business Leaders of America-Phi Beta Lambda, Inc.) 1.

[30] FBLA Facts, 1.

[31] "Plan of Organization," 32.

[32] Ronald Hall, "A Survey to Determine the Various Activities Carried on by the Wisconsin Chapters of the Future Business Leaders of America and the Degree of Success the Individuals Have Had in These Activities," Unpublished Thesis at University of Wisconsin, 1964, 10.

Activities in the FBLA may be classified under four general categories. They are as follows: service, education, fund raising, and promotion.[33]

Service

Service, which had its beginning during World War II days, gave impetus to the early growth of the organization.[34] It helped the youths develop responsibility for good citizenship--a most desirable trait for all citizens. A sincere desire to be of service to co-workers, classmates, the school, and the community is the mark of a successful chapter. Service activities may be directed to the community or to the school itself. Among those activities of service to the school may be included working for the yearbook staff; publishing a school paper; job placement within the school; presenting public relations assemblies for the department or for the club; and establishing stenographic bureaus for the assistance of the faculty.[35] Service to the community may include collecting for charities; helping with the less fortunates of the community; presenting programs of good public relations; and cooperating with business in school-community undertakings.

Education

Education is made more pleasant and meaningful to the member and is promoted through purposeful youth organizations.[36] Through FBLA field trips, demonstrations, and speakers the schools and businesses have been better able to understand each others problems. The club's activities should, in part, be an extension of classroom activities for some of the

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[33]"Why the FBLA?," 37.

[34]Clanton, 206.

[35]"Why the FBLA?," 39.

[36]Clanton, 206.

members. Active participation should increase the mutual understanding of the teacher and the members, thus making learning an easier achievement in the classroom.

Fund Raising

Fund-raising activities help the individual member achieve several of the goals of the organization, such as to encourage members in the development of individual projects, to establish themselves in business, and to participate in cooperative efforts for the good of all.[37] It is, therefore, desirable and advisable that the members conduct fund-raising activities. Friendly competition is as healthy for the young as is the necessary competition of all concerned in making a success of any venture. Each and every member should have the experience and self-satisfaction of seeing how easy or difficult it is to make a profit in today's business community. To carry out the many and varied tasks in operating a school store should give a wide variety of members an opportunity to observe and experience this firsthand.

Some members may find their preference in the many aspects of operating a savings bank for the school public. A true sense of responsibility can and must be a requisite to implement and carry out such a worthwhile venture.

Sales campaigns of any kind require some degree of organization to be successful. In addition, meeting new faces in this endeavor makes an individual think of his own appearance, manners, and speech in order to put his best foot forward and to bring back the desired results. This

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[37] FBLA Facts, 1.

factor would be instrumental in improving himself and thus adding another step to his ladder of success.

To see the profits grow adds a sense of accomplishment for all members, but the planning and expending of these funds provides a true opportunity for learning for those charged with this responsibility. They cannot help but grow in stature and understanding in this effort.

Promotion

While promoting the work of the organization, the business department of your school is automatically promoting itself in the eyes of the school, the community, and business. Studies which have been made show that sponsoring and promoting FBLA clubs in one area increased by 2000 percent the publicity given to the business department and its members by the local newspapers.[38] What better means of public relations can you ask for or expect?

In addition to promoting the school and the business department in that school, it is vitally necessary that educators and businessmen promote the work of the club so that more of today's youth might benefit from the ideals and understandings gained through membership. The organization was recently expanded considerably when the national officers and advisers set up a goal of "every chapter build a chapter" until today there are more than five thousand chapters in the United States and Puerto Rico, with approximately one hundred fifty thousand members. Chapters are being started in other countries at this time.

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38 _____, "FBLA Provides for Effective Public Relations," Business Education Forum, 20, November, 1965, 31

Leadership

Many opportunities for the individual member to build himself do arise in an organization of this size. At every level new leaders will develop. This brings experience and satisfaction to the members as well as service to others. Hyman, in his address to the NBEA Convention, pointed out that "the importance of leadership training which can help the individual prepare for the demands of the new day must be recognized by all."[39] To read about or hear about responsibility of leadership will not prepare one for the actual thing. It takes hard work and diligent application to build a business leader--he is not born.[40]

In order to learn to operate a smooth-running organization and to prevent control by a few, a leader must possess many valuable traits such as integrity, decisiveness, intelligence, sincerity, initiative, persistence, ambition, reliability, enthusiasm, honesty, and diplomacy.[41] He must never hesitate to try an innovation if he thinks it will produce better results.

Leadership, on the part of the member or by an adviser, takes effort; but the results can be profound. Many more individuals should avail themselves of the opportunities to become leaders.

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[39]Rick Hyman, "Rick Hyman Talks to NBEA," Phi Beta Lambda Newsletter, 10, Winter, 1969, 2.

[40]Hamden L. Forkner, "American Business and You," Future Business Leader, 20, Winter, 1966, 9.

[41]_____, "Developing Leadership Traits," Future Business Leader, 22, Spring, 1968, 8.

RELATED STUDIES

Mary Link

Link conducted a study entitled, "A Survey of the Activities and Values of Independent Business Clubs and FBLA Chapters in Wisconsin," at the University of Wisconsin in 1959. In the study a questionnaire was mailed to 16 of the 20 FBLA chapters in the state and a similar questionnaire was mailed to 140 independent business clubs in the public schools of the state. These 140 schools were randomly selected. Four of the 20 FBLA chapters were visited personally by Link. The study revealed that more activity was carried on by the affiliated clubs than was the case with non-affiliated ones. The writer emphasized that the reports made for the national chapter caused the FBLA chapters to be more active than the independent clubs in both number and variety of meetings and activities held.

Link's questionnaire to the 140 business clubs brought responses indicating that many teachers were unaware of the work in FBLA chapters and that, therefore, a better program should be developed for informing and encouraging more schools to become affiliated with FBLA.[42]

Richard D. Clanton

In 1964 Clanton conducted research into the history of FBLA from its inception to 1964. This writer described the plan of the organization from the germination of the idea by Dr. Hamden L. Forkner in 1938 and its growth to the present. The procedure for getting the FBLA started and

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[42]Mary Link, "A Survey of the Activities and Values of Independent Business Clubs and FBLA Chapters in Wisconsin," Unpublished Seminar Report, University of Wisconsin, 1959.

the reorganization and operation of a club were also described. Clanton noted that there is no substitute for enthusiasm--on the part of the student, the business teacher, the administration, or the local businessman--in making a truly successful organization of young people.[43]

Ronald Hall

Hall, in 1964, completed a study entitled, "A Survey to Determine the Various Activities Carried on By the Wisconsin Chapter of the Future Business Leaders of America and the Degree of Success the Individual Chapters Have Had in These Activities." A four-page questionnaire was mailed to the 38 advisers of the active clubs in Wisconsin. In addition, nine of the advisers were interviewed personally. Hall's study indicated a definite need for further work in organizing chapters in his state. The outstanding job being done by the active chapters within the state should be useful in promoting new clubs in his state.

The high degree of success of chapters in the state was due to two things: the time of meetings and the cooperation of the administration. Success in traditional projects was evident in most of the chapters in Wisconsin with some new ideas being used by a few chapters. These could also be successful for other chapters if the ideas were shared.[44]

Summary

Each of the related studies indicated the desirability of the school sponsoring an FBLA on the local level. Activities were found to be similar in compared studies. Cooperation of school administration is vital to the success in establishing and maintaining a chapter.

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[43] Clanton, 203.

[44] Hall, 91 pages.

Chapter 4

FINDINGS

Questionnaires were distributed to advisers and representatives at the Fall Leadership Workshop and by mail to each of the chapters in Pennsylvania. From those distributed at the Workshop, a total of 58 were received before the close of the meetings. The week following the Workshop those chapters not present and those not returning the questionnaire previously were mailed copies of the questionnaire. Within three weeks 96 additional responses had been received. A follow-up questionnaire, with accompanying cover letter, was mailed to all persons not responding before this time. From this mailing, 32 responses were received. This constitutes a total of 185 responses, of which 75 were from student representatives and 111 were from advisers, or a 50 percent return from the students and a 74 percent return from the advisers. It was significant that throughout the study the responses from the student representatives and from the advisers varied little. Some chapters returned only one form for the adviser and none for the student; therefore, the percentage of returns of the students is somewhat lower than that of the advisers. These percentages are shown in Figures 1 and 2. The total 186 respondents represent 115 chapters throughout the state. Two checklists were returned from advisers stating that their clubs were inactive and thus they could not adequately answer the questions. The total number of adviser respondents was therefore 109 for use in this research.

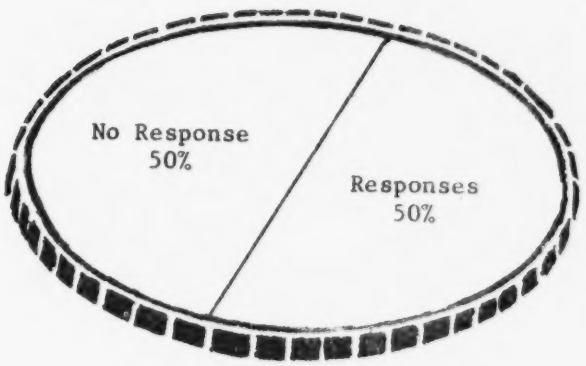


Figure 1. Student Responses from 150 Chapters

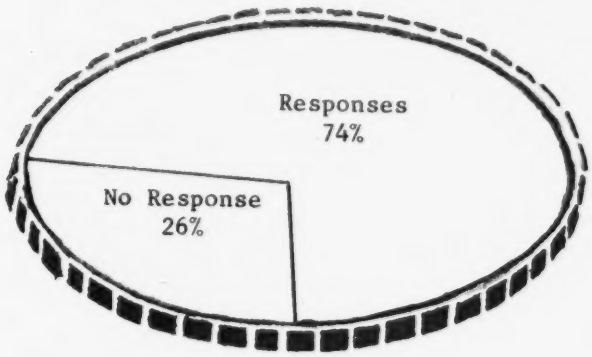


Figure 2. Adviser Responses from 150 Chapters

During the interviews with one adviser and one student representative from each of the 16 regions in the state, it was found that the respondents were able to answer the questionnaire without any serious questions as to meaning. The respondents--advisers and members--expressed their belief that the instrument was easy to follow and to answer. The researcher found that the interviewees answered the questions in the identical form as on their mailed questionnaires in almost every instance. Therefore, the questionnaire method was adequate for this survey.

Upon completion of the collection of the questionnaires, the data was tabulated. Figures and tables were constructed to further illustrate the descriptions of the resumes of the data. These figures and tables present material on membership; activity-planning guides; fund-raising activities; meeting times; point systems; activities on levels higher than the local chapter level; expense reimbursement for students and advisers; service activities--school and community; information about advisers--reimbursement, length of service, method of assignment, and the amount of time spent in advising the chapter; and school district contributions to the operation of the chapter.

MEMBERSHIP

Information regarding the enrollment of the schools for the 115 chapters responding was gathered and tabulated. The tabulation showed that the largest group of chapters, 26 percent of them, came from schools with a senior high school enrollment of 250 to 500 students, with 501 to 750 students in the school being a close second. The sizes of the schools vary. At the bottom of the scale were found schools having a senior high

school population of 250 students or less. At the other end of the scale were those having more than 4,000 students in one senior high school.

Other high schools with enrollments between these extremes were grouped as follows: 751 to 1,000 students, 1,001 to 1,250 students, 1,251 to 1,500 students, 2,001 to 3,000 students, and 3,001 to 4,000 students. The percentages for these classifications are shown in Table 1.

Table 1. Senior High School Enrollments of the 115 Responding Chapters

School Enrollment	Number of Chapters	Percentage of Respondents
Up to 250	3	2.6
250 to 500	30	26.0
501 to 750	24	20.9
751 to 1000	14	12.1
1001 to 1250	16	14.0
1251 to 1500	5	4.3
1501 to 1750	9	7.8
1751 to 2000	5	4.3
2001 to 3000	6	5.2
3001 to 4000	2	1.7
4001 and Over	1	.9

The business department enrollments for the schools in which the responding 115 chapters were located ranged from less than fifty students to more than 1,000 students. A closer examination of the sizes can be made from Table 2, which indicates that the largest number of chapters,

Table 2. Business Department Enrollments of the 115 Responding Chapters

Department Enrollment	Number of Chapters	Percentage of Respondents
Up to 50	6	5.2
50 to 100	20	17.3
101 to 150	22	19.1
151 to 200	14	12.1
201 to 250	8	7.0
251 to 300	9	7.9
301 to 400	5	4.3
401 to 500	2	1.7
501 to 600	4	3.4
601 to 700	5	4.3
701 to 800		
801 to 900	1	.9
901 to 1000		
1001 and Over	3	2.6
None Stated	16	14.0

19.1 percent, came from schools having 101 to 150 students in their business departments. In addition, 17.3 percent were from schools with 51 to 100 students in their department, and 12.1 percent of the chapters were in schools with 151 to 200 students in the business department. It should be noted that of those chapters responding, there were no departments listing enrollments in the 701 to 800 and the 901 to 1000 ranges.

Individual chapter membership ranged from less than 15 members, as was the case with 5.2 percent of the chapters in Pennsylvania, to more than 125 members in one chapter, as in .9 percent of the 115 responding chapters. One chapter did not state the number of members on its active rolls. The majority of the chapters reported their membership to be in the range of 16 to 30 or 31 to 50 members. Each of these two categories represented 30 percent of the chapters responding. In addition, 25.2 percent of the chapters had a membership of 51 to 75 persons. Table 3 shows these groupings.

Table 3. Club Membership in the 115 Responding Chapters

Members in Chapter	Number of Chapters	Percentage of Respondents
Up to 15	6	5.2
16 to 30	34	30.0
31 to 50	34	30.0
51 to 75	29	25.2
76 to 100	5	4.3
101 to 125	4	3.4
126 and Over	1	.9
None Stated	1	.9

PLANNING GUIDES

In any organization where there is a complete turnover in membership every few years, it appears to be essential for those persons planning the activities for the organization to have some guide in planning the program each year. It was reported by 24 percent of the FBLA chapter representatives in Pennsylvania that their chapters did refer to some type of listing of activities in planning their program for the current year, while 76 percent did not use any such compilation. Of the responding advisers, 26.6 percent of them reported reference to some former work and 73.4 percent did not do so. See Figures 3 and 4.

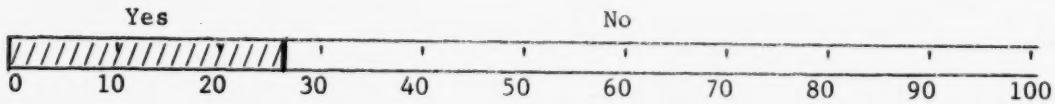


Figure 3. Percentage of Student Respondents Referring to a Listing of Activities in Planning Their Programs for the Year

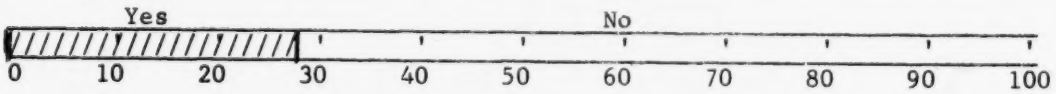


Figure 4. Percentage of Adviser Respondents Referring to a Listing of Activities in Planning Their Programs for the Year

It was noted that in many cases the chapters did not have any such reference at their disposal. It is therefore the belief of the researcher that this study should and would be of value to those chapters in planning their future programs.

The 18 student- and 40 adviser-respondents using some listing identified their materials in the following manner: 8 percent of the students and 9.2 percent of the advisers reported using records of

previous years' activities as a guide in planning; 1.3 percent of the students and 9.2 percent of the advisers gathered ideas from the national and state publications which they receive, such as Tomorrow's Business Leader and Hotlines (the bulletin for advisers) from the national office and from monthly bulletins from the state office. Four percent of the students and 7.3 percent of the advisers took suggestions from the activities reports of other chapters. These reports are distributed to each chapter at the annual Fall Leadership Workshop. The respondents reported using ideas gained from other advisers or students at the Workshop. These figures can be compared by examining Table 4.

MEMBERSHIP

The National Constitution of the Future Business Leaders of America states that any student presently taking one business subject is entitled to active membership in FBLA. In 53.3 percent of the student responses and in 45.9 percent of the adviser responses, it was noted that additional requirements for membership were used, while in 46.7 percent of the responses from students and in 54.1 percent of the responses from the advisers special qualifications for membership were not employed.

Of those making special qualifications a requirement for membership, some chapters required specific grade averages or course selections, while others limited the membership to grade levels or other specific requirements made necessary by regulations or circumstances in their particular schools. Of the chapters requiring special criteria, 22.7 percent of the student responses and 25.7 percent of the adviser responses indicated the requiring of a C or above grade average either in all subjects or in the business-area subjects, while an additional 1.3 percent

Table 4. Sources Used by Respondents in Planning the Years' Program of Activities.

Source[c]	Student Responses[a]		Percentage		Adviser Responses[b]		Percentage	
	Yes	No	Yes	No	Yes	No	Yes	No
Previous Years' Activities	6	69	8.0	92.0	10	99	9.2	90.8
National/State Publications	1	74	1.3	98.7	10	99	9.2	90.8
Activity Reports	3	72	4.0	96.0	8	101	7.3	92.7
Handbooks	1	74	1.3	98.7	4	105	3.7	96.3
Workshop	1	74	1.3	98.7				
Other Advisers					1	108	.9	99.1
Newspapers	1	74	1.3	98.7	1	108	.9	99.1
Scrapbooks	1	74	1.3	98.7	1	108	.9	99.1
Films	1	74	1.3	98.7	1	108	.9	99.1
Faculty	1	74	1.3	98.7	2	107	1.7	98.3
School Planning Services	2	73	2.6	97.4	2	107	1.7	98.3

[a]Based on 75 Total Student Responses

[b]Based on 109 Total Adviser Responses

[c]Some Chapters Refer to More Than One Source

of the students and .9 percent of the advisers indicated requiring that the grade be B or above. Some chapters were more concerned with the fact that the student be a full-time business student. In 24 percent of the students' and 19.3 percent of the advisers' responses, students needed to be business majors.

Because of the programs of activities within certain chapters, it was necessary for them to limit their memberships to specific grade levels. Consequently, it was found that some chapters took in members from students in only grade 11, while others took their membership from students in grades 11 and 12. Due to circumstances in the schools, it was necessary to further restrict membership. This was done by (1) permitting membership only after a student had gained faculty approval, (2) accepting members only after an invitation had been extended to that individual, (3) requiring a period of probationary participation in club activities preceding actual membership, (4) requiring students to profess a belief in the ideals of the organization, and (5) requiring students to recite the FBLA Creed. These figures can be studied further from Figure 5.

Male Membership

Concern has frequently been expressed regarding the lack of male membership in FBLA. Questions were asked as to why we have a lack of boys. The survey revealed that 54.7 percent of the students and 58.7 percent of the advisers stated that they did have some boys on their membership rolls, while 45.3 percent of the students and 41.3 percent of the advisers noted that they did not. A total of 271 males was listed on the memberships for the current year. One reason for this low membership stood out as extensive. A lack of interest in the organization or its programs was noted by 19 student and 25 adviser respondents. The large

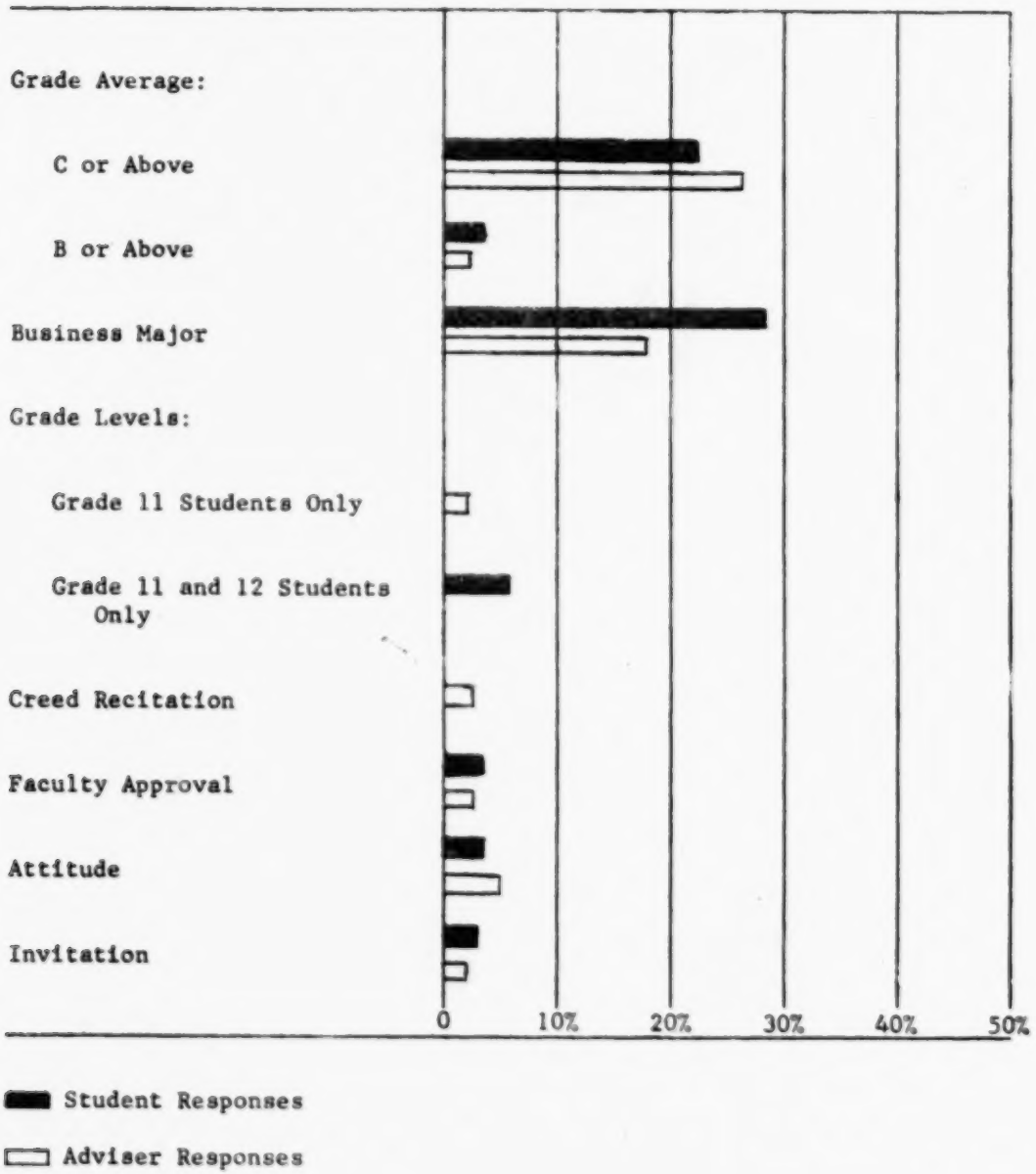


Figure 5. Special Qualifications for Membership in the 115 Responding Chapters (By Percentage)

number of girls in the local chapters tended to keep boys from joining in 13.3 percent of the chapters from which the students responded and in 24.8 percent of the chapters from which the advisers responded. The very nature of the business-education field, with a predominantly female population, indicated that there were few boys in the field who would be eligible for membership; therefore, 10.7 percent of the students and 11 percent of the advisers responded that they had few or no boys eligible for membership in their clubs.

Some chapters stated that the boys did not make the effort or were not advised of the benefits of the organization and thus did not join. Conflicts in time and effort with other clubs and with other school activities, such as sports, or with employment schedules accounted for other chapters not having male participation. These statistics are given in Figure 6.

ADVISERS

Any organization is as strong as its leaders. A student organization must have leaders among themselves, but it must also have good, interested advisers to lead it. Continuity of programs can best be obtained with a carryover of advisers from one year to the next. With this in mind, it was good to learn that advisers of FBLA clubs in Pennsylvania have been working with their clubs for continued periods of time. To assist in retaining good ideas from previous years and to take advantage of past experiences--good or bad--the help of experienced advisers was extremely important. A look at Table 5 shows that approximately two thirds of the clubs had the same advisers working with them for five or less years, thus giving a chance for new ideas in the

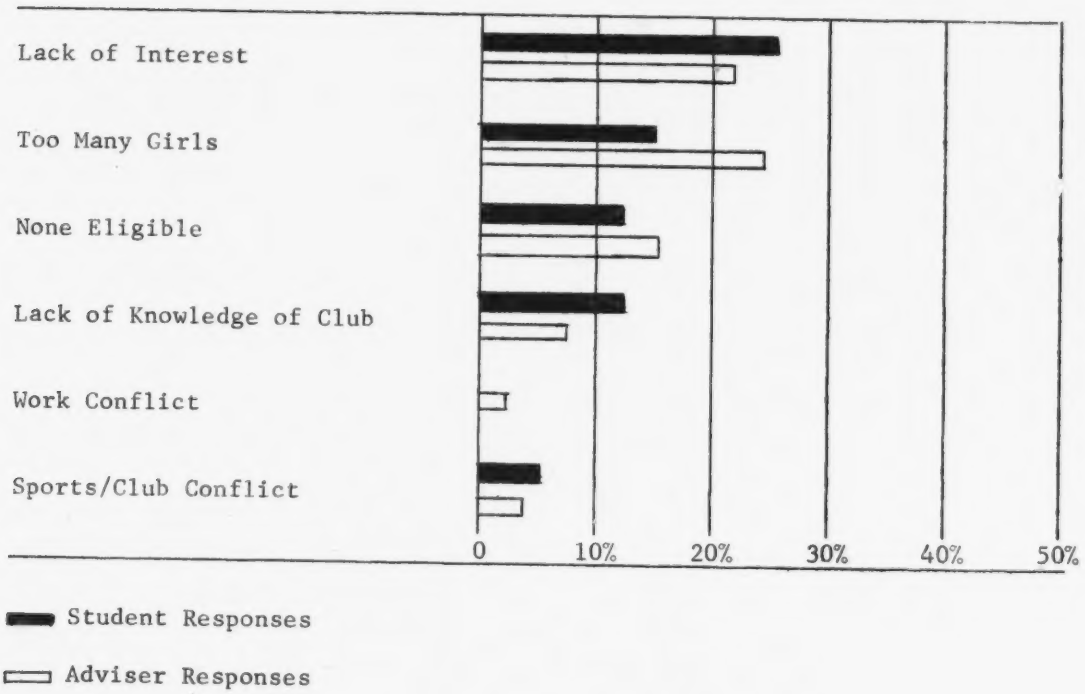


Figure 6. Reasons for Lack of Male Membership in Pennsylvania Chapters

promotion of the aims and ideals of FBLA. The largest percentage of advisers have been working with their local clubs from three to five years, according to both student and adviser responses reporting this to be the case in 28 percent and 29.4 percent respectively. A close second to this was the two-year bracket, in which 24 percent of the students and 25.7 percent of the advisers stated that their clubs fitted.

Assignment of Advisers

Good advisers are sometimes hard to find and harder to keep. The selection of advisers presently working with FBLA chapters in Pennsylvania was made in various ways. In 24 percent of the responses from students and 25.7 percent of the responses from advisers, the adviser requested assignment to this activity. In 22.7 percent of the student and 26.6

Table 5. Length of Experience of Advisers in Responding Chapters

Years of Experience	Responses		Percentage of Respondents	
	St.	Adv.	St.	Adv.
1 year	11	14	14.7	12.8
2 years	18	28	24.0	25.7
3 to 5 years	21	32	28.0	29.4
6 to 9 years	9	14	12.9	12.8
10 or more years	7	16	9.3	14.7
Not Stated	9	5	12.0	4.6

percent of the adviser responses, the selection of the adviser was agreed upon within the department. According to 13.3 percent of the students and 22.9 percent of the advisers, the administration made the assignment. Other methods of assignment or selection of advisers included requested by the students, required for hiring, initiated the club, requested by another, and "stuck with it," meaning that no one else would take the responsibility. The number and percentages of responses on the assignment of advisers is further shown in Table 6.

Adviser Time Expended

In conducting the personal interviews, several advisers brought out that working with the club involved a considerable amount of time. They pointed out that in trying to recruit new advisers in their own chapters or in attempting to start new chapters in nearby schools, this time element was the greatest factor hindering them. A close look at

Table 6. Method of Selection of Present Adviser of Local Chapters

	Responses		Percentage of Respondents			
			Yes		No	
	St.	Adv.	St.	Adv.	St.	Adv.
Requested by Adviser	18	28	24.0	25.7	76.0	74.3
Agreed Upon Within Department	17	29	22.7	26.6	75.3	73.4
Assigned by Administration	10	25	13.3	22.9	86.7	77.1
Initiated the Club	1	8	1.3	7.3	98.7	92.7
Requested by Students	1	2	1.3	1.8	98.7	98.2
Required for Hiring		7		6.4		93.6
Requested by Another (Previous Advisers, Department Heads, etc.)	6	11	8.0	10.1	92.0	89.9
"Stuck With It"[a]	1	3	1.3	2.8	98.7	97.2

[a]Indicated by 4 respondents that they were "Stuck With It" meaning that no one else would take the responsibility.

Table 7 indicates that considerable time was spent in having an active club. The greatest amount of time stated was "more than 20 hours per month," which was reported by 13.3 percent of the representatives and 8.5 percent of the advisers. These advisers were, in many cases, the ones with the most active chapters. In some schools, circumstances peculiar to that institution limited the activities of the club, causing less time to be expended. The advisers stated that 37.6 percent of them spent up to 5 hours per month, while 32.1 percent of them put in from 6 to 10 hours per month on their club's activities.

Table 7 also shows the time advisers spent on activities within their FBLA regions. Two meetings were held per year. The fall meeting was for acquaintanceship purposes and the spring meetings usually consisted

Table 7. Hours[a] Advisers Spend on FBLA Activities on Local and Regional Levels as Reported by Representatives and Advisers

Time[a]	Local						Regional					
	Responses		Percentage				Responses		Percentage			
			Yes		No				Yes		No	
	St.	Adv.	St.	Adv.	St.	Adv.	St.	Adv.	St.	Adv.	St.	Adv.
0 to 5 hours	14	41	18.7	37.6	81.3	62.4	28	50	37.3	45.9	62.7	54.1
6 to 10 hours	17	35	22.7	32.1	77.3	67.9	5	5	6.7	4.6	93.3	95.4
11 to 20 hours	13	14	17.3	12.8	82.7	87.2	3	2	4.2	1.8	95.8	98.2
More than 20 hours	10	9	13.3	8.5	86.7	91.5	3	3	4.2	2.7	95.8	97.3

[a]Hours per month

of speakers, contests, and election campaigns and involved a greater amount of time. The greatest percentage of them listed spending up to five hours per month at the duties of the regional level, with 37.3 percent of the students and 45.9 percent of the advisers listing this amount of time. Many of the respondents did not complete this section of the questionnaire because of the insignificant amount of time expended.

The Fall Leadership Workshop and the State Leadership Conference drew a great deal of interest among the chapters of the state. The largest group of respondents reported that their advisers spent up to five days each year on activities at the state level. This was indicated to be the case by 46.6 percent of the student respondents and 68.8 percent of the adviser respondents. Included in this category were those chapters who attended the Fall Workshop and/or the State Leadership Conference. A small percentage of the chapters in the state are not permitted to attend one or both of these functions. Table 8 shows a more complete breakdown of advisers' time expended.

About forty percent of the chapters reported being active on the national level. This activeness included competing in contests without actually attending functions as well as attendance at the Leadership Conference. Thirty-two percent of the students and 38.5 percent of the advisers stated that their advisers put in up to five days in participation at the national level. Twelve percent of the students reported that their advisers put in more than five days, while approximately four percent of the advisers reported this to be the case. The breakdown for these activities is also shown on Table 8.

Table 8. Days[a] Advisers Spend on FBLA Activities on State and National Levels as Reported by Representatives and Advisers

	State						National					
	Responses		Percentage				Responses		Percentage			
			Yes		No				Yes		No	
	St.	Adv.	St.	Adv.	St.	Adv.	St.	Adv.	St.	Adv.	St.	Adv.
0 to 5 days	35	75	46.6	68.8	53.4	31.2	24	42	32.0	38.5	68.0	61.5
6 to 10 days	7	12	9.3	11.0	90.7	89.0	3	3	4.0	2.8	96.0	97.2
11 to 20 days	5		6.7		93.3		3	1	4.0	.9	96.0	99.1
More than 20 days	4	4	5.3	3.7	94.7	96.3	3	1	4.0	.9	96.0	99.1

[a]Days per month

Adviser Compensation

In some school districts in Pennsylvania, it was policy to compensate advisers of FBLA clubs as part of the district salary package. In response to the questions regarding how many were compensated in this manner, it was reported by 28 percent of the students and 19.3 percent of the advisers that the adviser(s) of their chapters were paid for their work with the club. See Figure 7.

In a larger percentage of the school districts in the state, advisers were reimbursed for any monies expended on behalf of their work with the clubs. In a few districts, the club reimbursed the adviser for the expenses. Figures 8 and 9 show that 46.6 percent of the students and 57.8 percent of the advisers reported that the expenses of their chapter adviser were fully reimbursed. In conducting the personal interviews with advisers, it was pointed out to the researcher that this reimbursement feature was greatly enhanced with the passage of the Vocational Education Act of 1953, which in turn reimburses the school districts for a majority of these expenditures. In a very few instances, it was reported that the adviser was paid to serve as adviser as well as receiving reimbursment for expenses.

MEMBERS' EXPENSES

The individuality of the chapters in Pennsylvania can be illustrated in one instance by the varying manner in which conference expenses for members were earned or paid. The greatest number of responses showed that the club was paying the expenses for its members. This was the case in 40 percent of the student responses and 31.2 percent of the adviser responses. An additional 34.7 percent of the members and 36.7 percent of

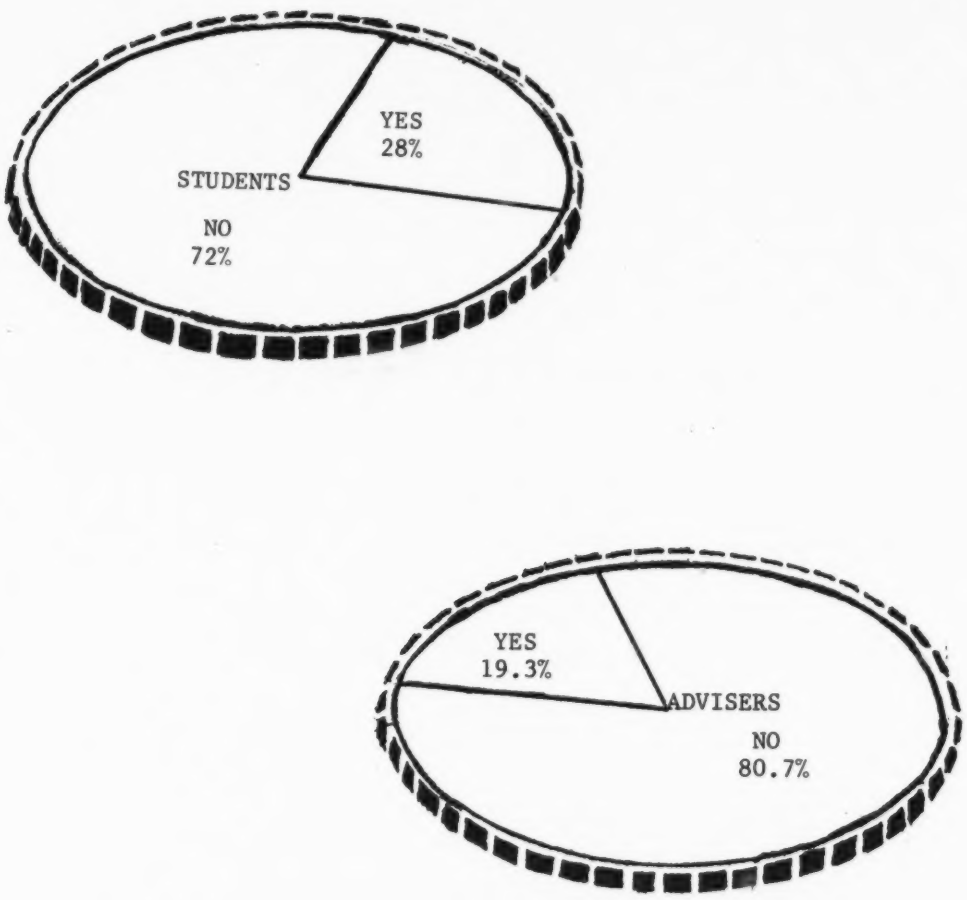


Figure 7. Student and Adviser Responses on Adviser Compensation

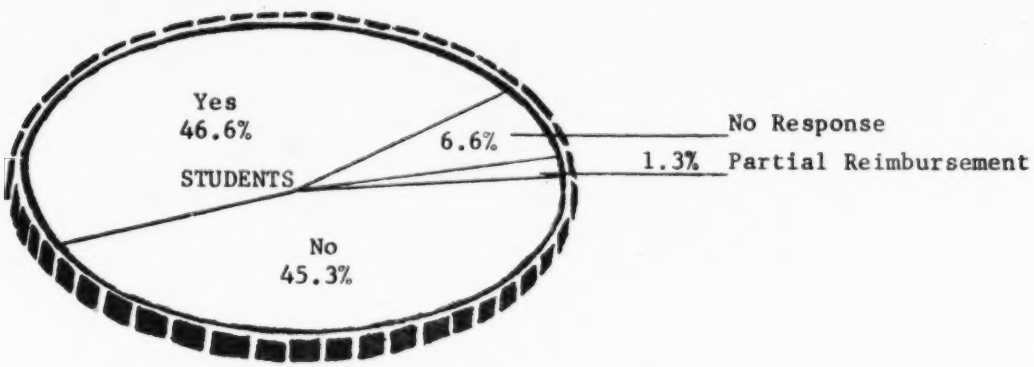


Figure 8. Student Responses on Adviser Reimbursement

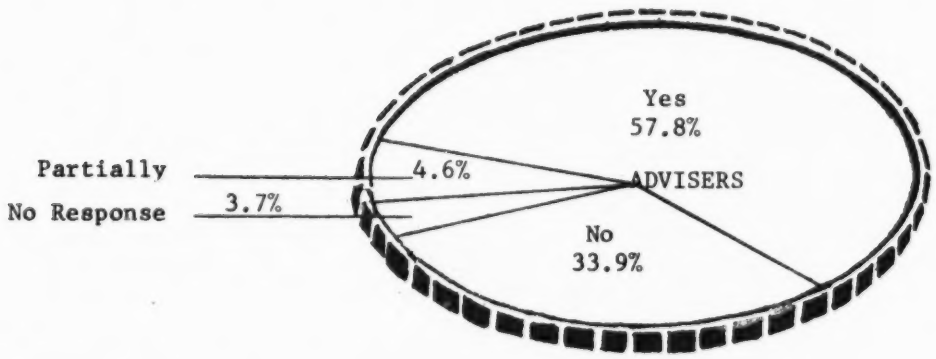


Figure 9. Adviser Responses on Adviser Reimbursement

the advisers stated that members' expenses were paid by the club and the individual jointly. It was also found that some members paid their own expenses, that some districts paid all of them, and that a very few were paid jointly by the individual and the district or by the club and the district. A small percentage were paid by the individual with the help of both the club and the school district. Figure 10 illustrates these responses.

MEETING TIME

For many chapters in Pennsylvania, finding a suitable meeting time for all its potential members is a real problem. Some schools are organized to provide an activity period for clubs and other types of activities. This is not the case in many schools, therefore, it was necessary for all interested parties to work together to arrive at a meeting time that would be convenient for its members or potential members. The question was asked regarding the convenience of the meeting time of the chapter. From the responses of 94.7 percent of the students and 82.5 percent of the advisers, it was pointed out that members did find the meeting times convenient for most of them to attend. The principal responses, 68 percent of the students' and 62.4 percent of the advisers', indicated that most of their meetings were held during an activity period which was set aside at the same time periodically, while in other instances this activity period was on a "subject to call" basis. In still other cases, the meetings were scheduled during lunch periods or at other available times.

Immediately after school was the next most popular time for meetings. A very few chapters specified that they called their meetings

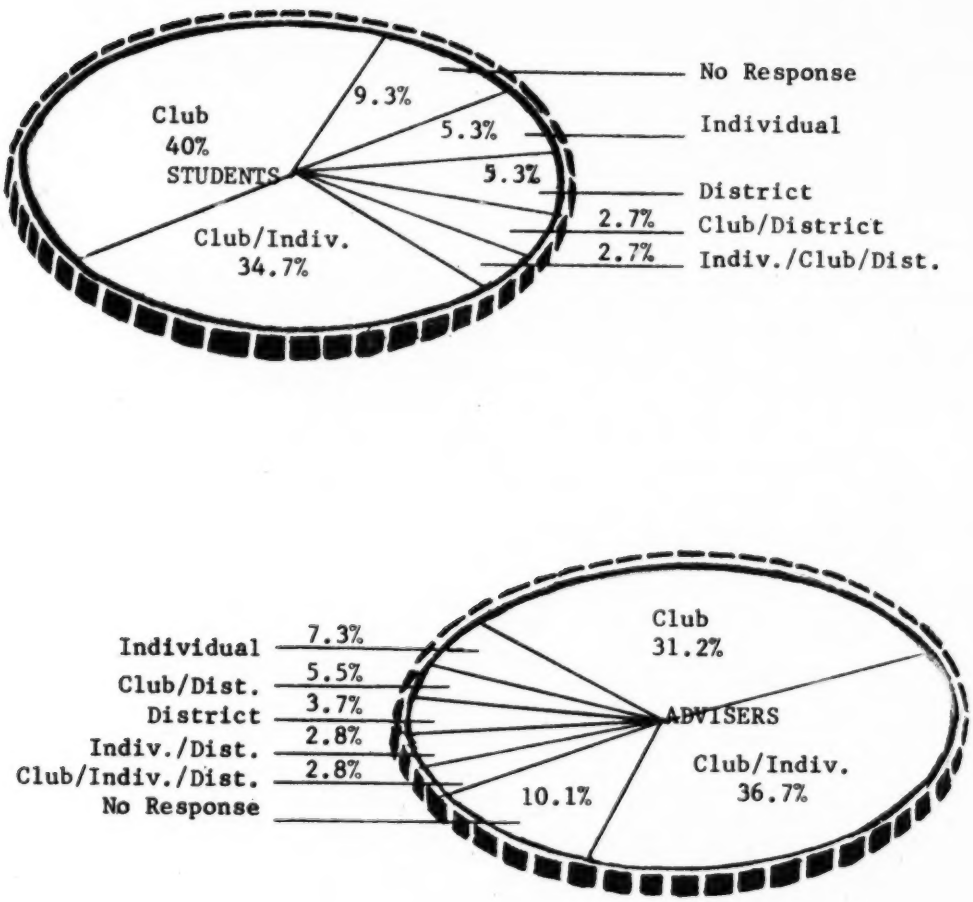


Figure 10. Student and Adviser Responses on Payment of Members' Conference Expenses

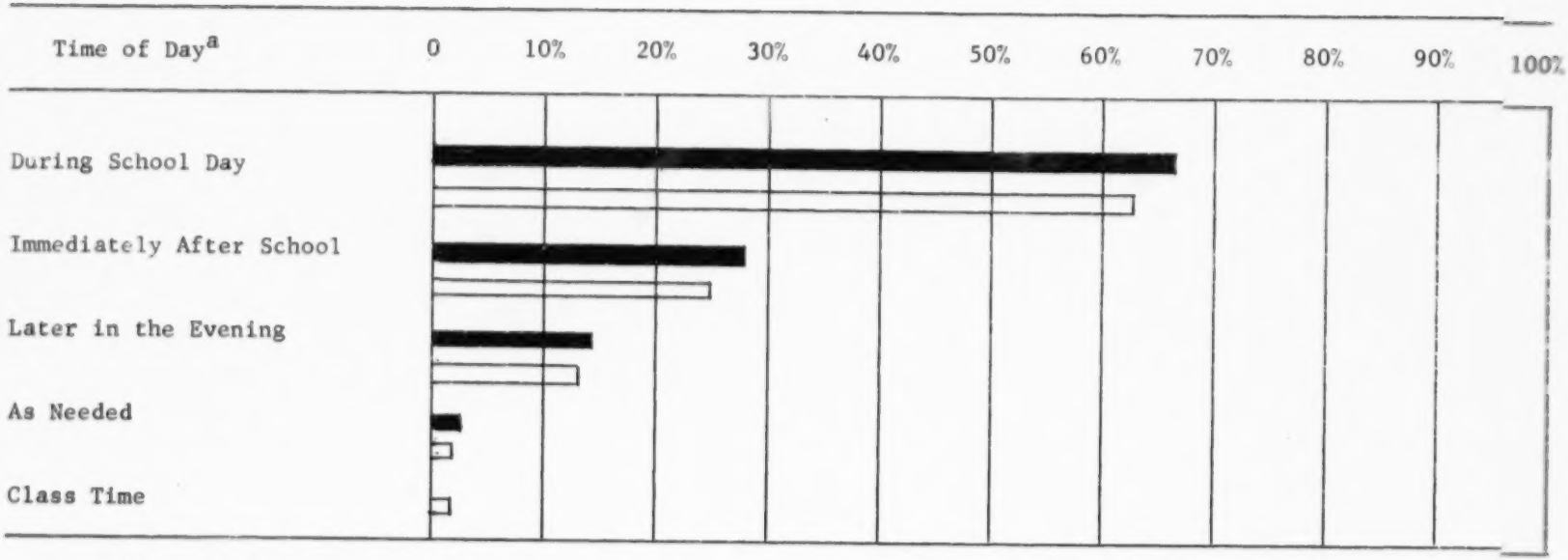
as needed or as advisers were able to use some class time. Figure 11 gives a comparison of student-adviser responses which will better illustrate these statistics.

ACTIVITIES

Fund-raising Activities

Closely allied with several of the purposes of FBLA is the need and desire to have members take part in fund-raising activities in order to carry on the programs of the organization. Of the respondents surveyed, 96.0 percent of the students and 93.7 percent of the advisers stated that their clubs did have some fund-raising activity, while 4.0 percent of the students and 6.4 percent of the advisers did not.

Foremost among the fund-raising activities was the sale of candy, which was reported to be done by the clubs of 28.0 percent of the student respondents and of 38.6 percent of the adviser respondents. Approximately one third of these used the FBLA officially-recognized company, Cherrydale Farms, while two thirds of them used various other companies as well as their own home-made varieties. Next in importance in fund raising were dances, indicated by 26.6 percent of the student responses and 22.0 percent of the adviser responses. Also important were the sale of greeting cards, stationery and sundry items from the same distributors, as was done in the chapters of 22.7 percent of the students and 15.6 percent of the advisers responding. This type of item was also distributed by one specific company, the Tom Wats Company, in a package deal. They did a large volume of business with FBLA clubs in Pennsylvania. In addition to the sales from miscellaneous companies, the Tom Wats Company kits were used by 24.0 percent of the clubs represented by student responses and by



[a]Some chapters hold meetings at more than one time of the day

Student Responses

Adviser Responses

Figure 11. Meeting Times for the 115 Responding Chapters (By Percentages)

22.0 percent of those represented by the adviser responses. The sale of food items which were quite successful were selling sandwiches, baked goods, cookies, pizzas, and fruit cakes.

Many chapters sponsored recreational-type programs which also earned them monies for use in carrying on their programs of activities. Included in this category were tours; sports programs such as powder-puff basketball, volley-ball games, and skating parties; and fashion shows.

Services basic to the local high school which were fund raisers for the chapters included operation of concession stands at school functions, maintaining the school store, and doing clerical work for which payment was received.

In addition to these many kinds of fund-raising activities, which can be analyzed more easily from Table 9, many other worthwhile activities were carried on to earn funds needed by the chapters. The following list of projects was reported to be done in their chapters by one or two respondents for each activity. Chapters sold many items such as: pens and pencils in machines, popcorn, Gold's hosiery, Indiana Pencil Company articles, velva-sheen sweat shirts, Pro-Knitwear, Mascot jewelry, Poly-puff animals, yearbook covers, tee shirts, typing manuals, slipper socks, calendars, pretzels, Rex soap, brag books, Ko-Rec-Type, photo albums, folders, specialties for Easter, booster pins, shakers and boosters at games, turkey raffle tickets, and school pennants. Some chapters combined service to their school or community with fund raising in these ways: making programs for sports events, selling sports programs at games, manning the checkrooms at school functions, sponsoring feature films, and collecting for UNICEF. Other clubs earned funds in activities related to their annual banquets.

Table 9. Successful Fund-Raising Activities Carried on in FBLA Chapters in Pennsylvania

	Student Responses[a]		Percentage		Adviser Responses[b]		Percentage	
	Yes	No	Yes	No	Yes	No	Yes	No
Candy	21	54	28.0	72.0	42	67	38.6	61.4
School Dances	20	55	26.6	73.4	24	85	22.0	78.0
Tom Wat Kits	18	57	24.0	76.0	24	85	22.0	78.0
Bake Sale/ Cookies, etc.	17	58	22.7	77.3	17	92	15.6	84.4
Sandwich Sales	11	64	14.7	85.3	20	89	18.3	81.7
Stationery/Greeting Cards/Sundries	17	58	22.7	77.3	22	87	20.2	79.8
Tours/Fashion Shows/Sports	6	69	8.0	92.0	16	93	14.7	85.3
School Services (Concessions, School Store, Clerical Work)					11	98	10.1	89.9

[a]Based on 75 Student Responses

[b]Based on 109 Adviser Responses

School Service

Service to others has been a mark of the FBLA clubs across the country from the very inception of the organization. Pennsylvania chapters have shown their fellow citizens that they were leaders in service to their schools. Of the 84 percent of the students and 86.2 percent of the advisers stating that their chapters did perform some service for the school, the largest percentage showed the type of service used more frequently than any other was that of individual members assisting teachers with clerical duties. This was indicated by 50.7 percent of the students and 58.7 percent of the advisers. It was also reported that members did the same type of work in the school office. Statistics showed this to be the case in the schools of 25.3 percent of the students and 30.3 percent of the advisers responding.

The FBLA was of real assistance in conducting the regular follow-up studies of the school or of the business-department graduates in a significant number of schools. The follow-up gave the department valuable information as to its effectiveness in training initial-entry workers. The members who worked on this project were enthusiastic about getting the best possible return. In some schools, the newspaper was published by the FBLA; in others, members did the typing of the copy and the handling of business-type functions of the projects. These statistics on school service can be studied more thoroughly from Table 10.

Other services done for schools by FBLA chapters across Pennsylvania included assisting with business teacher in-service meetings, providing equipment for the school, working with the school-savings program, doing general typing, making programs for sports and school organizations, making and displaying effective bulletin boards which publicize the work of the business department and students, conducting the annual magazine

Table 10. School Service Projects

Type of Project[a]	Responses		Percentage of Respondents			
			Yes		No	
	St.	Adv.	St.	Adv.	St.	Adv.
Assist Teachers with Clerical Duties	38	64	50.7	58.7	49.7	41.3
Work in School Office	19	33	25.3	30.3	74.7	69.7
Conduct Follow-up Study	13	31	17.3	28.4	82.7	71.6
Perform Newspaper Work	14	22	18.7	20.2	81.3	79.8
Provide Equipment for the School	8	15	10.7	13.8	89.3	86.2
Assist with Business Teacher In-Service Meetings	8	11	10.7	10.1	89.3	89.9
Perform Work in School Savings	7	8	9.3	7.3	90.7	92.7

[a]Represents projects included in responses by more than two chapters

campaigns, getting out the school or department newsletter, selling tickets and ushering at school functions, working in the school store or concession stand, serving as receptionists, and presenting a scholarship award to a deserving student. Members also had opportunity to learn social graces as they made and presented special-occasion gifts to the faculty and to the servicemen who had been students with them. In a few instances, FBLA was a valuable asset in the orientation of students to the business program of the school.

Community Service

In addition to furthering the work of the local school by serving that institution whenever possible, the chapters in Pennsylvania were active with service to their community as a whole. By their responses, 69.3 percent of the students and 79.8 percent of the advisers told of their services to the community. Members were active in giving comfort to those individuals around them who were less fortunate than they. From 25.3 percent of the students and 32.1 percent of the advisers, it was learned that supplying gifts to the occupants of children's homes was reported most often. Following close on the heels of this activity was the giving of gifts to homes of the aged and presenting gifts of food baskets, holiday items, cards, etc., to the deprived.

The youth of today appear to be most sympathetic to the causes of charities as evidenced by the fact that in many areas they were called upon to solicit funds or to serve in other capacities, including typing and general clerical work, for charitable organizations. The mentally and physically handicapped programs also drew the sympathies of the members of FBLA. These young members planned and presented programs for the handicapped.

A few chapters stated that they were able to show their patriotic or civic pride by participating as a club in community parades, as was indicated on Table 11. In addition, numerous other activities were carried on by small numbers of chapters. Among these were the Lions' eye-glass program, the diabetic clinic, the blood-mobile program, the Senior Citizens, and hospital volunteer work. One chapter, the Rockwood Area High School Chapter, initiated a program in their area that became state wide. It was the collection of coupons from a national product

Table 11. Community Service Projects

Type of Project[a]	Responses		Percentage of Respondents			
			Yes		No	
	St.	Adv.	St.	Adv.	St.	Adv.
Supply Gifts to:						
Children's Homes	19	35	25.3	32.1	74.7	67.9
Aged Homes	18	31	24.0	28.4	76.0	71.6
Deprived	17	20	22.7	18.3	77.3	81.7
Collect Money for Charity	11	23	14.7	21.1	85.3	78.9
Assist with Programs of Mentally or Physically Handicapped	10	17	13.3	15.6	86.7	84.4
Participate in Civic Parades	1	5	1.3	4.6	98.6	95.4

[a]Based on projects included in responses by more than two chapters

for the purchase of a glucose-analyzer machine for a nearby hospital. This project brought tremendous results from many chapters across the state with one chapter contributing more than a hundred thousand coupons. Other activities carried on by one or two chapters included typing for community activities, presenting holiday parties for groups of pre-schoolers, ushering at conferences, doing clerical work for local community programs and homes for the aged, and participating in toy drives.

POINT SYSTEM

Because it is sometimes necessary to evaluate the effectiveness of the program and of the members participating in the activities, many

chapters have set up a point system whereby credit may be given for such activities as attending meetings, both local and in the organization at large; meeting sales quotas; sharing responsibility as a committee chairman or member; serving as an officer in the local and higher levels of the organization; presenting new ideas for making the club program more effective; serving on school and community projects, etc.

When answering the survey, 56.7 percent of the student and 56.9 percent of the adviser respondents indicated that their chapters did use a point system. Of these numbers, 34.7 percent of the students and 39.5 percent of the advisers using the system were doing so to determine which members were eligible to attend conferences. In some cases, this was an incentive to be more active, and in others it was a limiting device when too many wished to participate. In the responses of 14.7 percent of the students and 18.3 percent of the advisers, the accumulated points were used to determine the type of club emblems the member was entitled to wear. Various chapters presented jewelry to members on the basis of these points. Still other groups used their points to identify the members who had been active enough to seek and hold office. In addition, various other uses were made of the point system, which included limiting participation in activities where membership was too large for facilities, increasing participation in activities in the chapters where it was desirable, and determining degree levels of membership.

PARTICIPATION BEYOND LOCAL CHAPTER

For any unified organization to be successful, there must be active interest in the entire program, from the local chapter to the national organization. It is necessary to encourage chapters to become

active at these various levels. In addition to the local chapter, there are the regional level, the state level, and the national level. The responding chapters had a good record of participation beyond their own chapter level. Eighty percent of the students and 79.8 percent of the advisers said that their chapters were active on at least one higher plane. The respondents were asked the manner in which their chapters participated on the upper levels. They were asked about taking part in conferences by attendance, by participating in contests, by running a candidate in the election campaigns, and of course, by winning those campaigns. The answers given were in reference to each of the higher levels of the organization. The highest participation was in attending the conferences and in taking part in the contests at these conferences. At the regional level, the category stipulated most often was serving as host chapter for a conference. At the state level, it was running a candidate for office. Perhaps this was due to the fact that the election campaigns at the State Leadership Conferences have always drawn much emphasis and interest. Pennsylvania has been well represented in national election campaigns during the three-year period represented by this study, with 5.5 percent of the advisers reporting that they had had aspirants to a national office. Table 12 gives a picture of this participation. Many chapters believe that they are a much more active and enthusiastic group because their members have attended the conferences at the higher levels of the organization. Therefore, they make every effort to assist members in attending the conferences.

Table 12. Chapter Participation in Activities Higher in FBLA Than the Local Chapter Level

Activity	Regional				State				National			
	Responses		Percentage		Responses		Percentage		Responses		Percentage	
	St.	Adv.	St.	Adv.	St.	Adv.	St.	Adv.	St.	Adv.	St.	Adv.
Attendance at Conferences	57	89	76.0	81.7	51	73	68.0	67.0	14	24	18.7	22.0
Participation in Contests	51	81	68.0	74.3	31	55	41.3	50.5	10	15	13.3	13.8
Participation in Election Campaigns[a]	23	36	30.1	33.0	11	21	14.7	19.3	1	6	1.3	5.5
Service as Officers[a]	27	43	36.0	39.4	8	16	10.7	14.7	2	3	2.7	2.8
Service as Host Chapter	29	47	38.7	43.1	1	1	1.3	.9		2		1.8

[a]Some regions do not elect officers--they are appointed

DISTRICTS' CONTRIBUTIONS

The local school districts assist in the promotion of FBLA and its activities in most of the chapters in Pennsylvania. Some districts did more than others and some did very little, if anything, for the clubs during the time represented by this study. The activity with which districts helped most often, as reported by the respondents, was in the arranging for and providing buses to take the clubs on field trips. They provided the facilities for FBLA regional meetings. In order to have more local chapter representation at the various conferences, the districts assisted by paying the members' expenses to attend. The local districts also assisted the clubs within their schools by releasing time for advisers to attend functions, by cooperating with the chapter and its activities, by providing publicity for the club, and by allocating money from central funds for the operation of the group. Many of the student respondents were not aware of the ways in which their districts assisted their clubs. A look at Table 13 will give an idea of the extent to which local districts assisted with the operation of FBLAs in their schools.

Table 13. Manner in Which Local Districts Assisted With the Operation of Local Chapters

Type of Assistance[a]	Responses		Percentage of Respondents			
			Yes		No	
	St.	Adv.	St.	Adv.	St.	Adv.
Provide Facilities for Regional Meetings	14	41	18.7	37.6	81.3	62.4
Provide Buses For Field Trips	19	41	25.3	37.6	74.7	62.4
Pay Members' Expenses for Conference Attendance	11	25	14.7	22.9	85.3	77.1
Cooperate with Club Activities	1	3	1.3	2.8	98.7	97.2
Release Time for Advisers	1	3	1.3	2.8	98.7	97.2
Provide Publicity		1		.9		99.1
Allocate Funds to Club from Central Funds		1		.9		99.1

[a]Many students were not aware of how their districts assisted their clubs.

Chapter 5

SUMMARY AND RECOMMENDATIONS

Many high schools in Pennsylvania have an effective business club which is affiliated with the national organization of the Future Business Leaders of America. The students in these schools are able to take part in the activities of a broad organization. It was the purpose of this study to determine the status of FBLA and the variety of activities which are carried on in the various FBLA clubs which make up the Pennsylvania Chapter. Questionnaires on the organization were sent to each chapter in the state. Interviews were held with one adviser and one student from each of the 16 regions in the state. The data received was tabulated and given in narrative description. Tables and figures were presented to further describe the data. Throughout the study, the responses from the student representatives and the advisers varied very little.

A listing of the activities which have proven successful in the past will be made available to every chapter in the state. These will be distributed through the State Chairman of FBLA.

SUMMARY

In the study, 75 student representatives and 109 advisers, representing 115 of the 150 chapters in Pennsylvania, returned usable questionnaires. In addition, one adviser and one representative from each of the 16 regions of the state were interviewed personally by the researcher at their respective schools to verify the information on their questionnaires.

The 115 chapters were located in schools having enrollments of varying sizes--from the very small schools with less than 250 students to those having more than 4,000 in the senior high school. More than half of the chapters were located in schools with enrollments of 250 to 750 students.

Almost fifty percent of the chapters were located in high schools having 50 to 150 students in their business departments. However, the size of the departments varied from less than 50 students to more than 1,000 students.

The size of the school or of the business department did not necessarily set up size or activities of the individual chapters. The smallest of the chapters numbered from less than 50 members to the larger ones with more than 125 members. Some schools had almost 100 percent of the department as members while others had smaller percentages of their department belonging.

The percentage of chapters reporting the use of some specific listing or guide in the planning of their programs of activities for the year was small--approximately 25 percent--because there has never been such a list compiled for the Pennsylvania chapters. The sources that were used most often in planning the new years' programs were shown to be the chapters' own previous years' experiences and the magazines and newsletters from the state and national offices.

Although the national organization sets up only one stipulation for membership in FBLA--that a student be presently taking at least one business subject--more than half of the chapters in Pennsylvania found it necessary or desirable to set up additional criteria for membership. The two special qualifications found to be employed most often were (1) that

a student be a business major, and (2) that he attain a certain grade average before becoming eligible for membership.

Because concern has often been expressed in many circles in addition to FBLA groups regarding the lack of boys in the organization, it was necessary to determine what could be done to attract boys to the program. To do this, a look at the reasons for the small number of boys participating was necessary. The survey revealed that approximately one half of the Pennsylvania chapters do have boys taking part in their activities; however, in most of the clubs the number of boys is very small. Reasons given for this small male membership included a lack of interest on the part of the boys in the type of program of the organization, too many girls with whom to associate and compete, few or none eligible, and a conflict of time or interest with other activities.

The advisers of the local chapters are a very important part of that organization. For this reason, considerable interest was focused on the advisers--from the amount of time they put in on FBLA activities, the method of their assignment as advisers, the length of their experience as advisers to the compensation or reimbursement of expenses they receive as the official guide to their clubs.

The average length of service of the advisers in Pennsylvania chapters was two to five years, with only about 25 percent of them working in that capacity more than five years. The advisers themselves had requested assignment or had agreed to work with the club in half of the chapters; in others, they had little or no choice in the matter. Evidence was given that considerable time was expended in handling a chapter with the local organizations requiring much more time and energy than any or all of the other levels of FBLA. In the majority of the cases, advisers

were spending more than five hours per month on local chapter activities and up to five hours per month on the regional level of activities. At the state and national levels, these required five or less days for the greatest number of advisers, with some putting in as much as twenty or more days during the year.

Compensation for the advisers of Pennsylvania chapters showed some improvement with approximately one fourth of the advisers now receiving some compensation for their services. In contrast, more than 60 percent were receiving some reimbursement of their FBLA expenses. During the interviews, it was reported that this reimbursement was greatly increased during the past several years because of the wider usage of the terms of the Vocational Educational Act of 1963.

Most of the clubs in the state were meeting at a time that was acceptable to the majority of their members. In approximately two thirds of the clubs, the time of meeting was designated as being within the hours of the school day. Nearly one third of the clubs chose the hour immediately after the close of school as a convenient time for meeting.

Outstanding activities within the chapters were fund-raising, which were carried on in about 95 percent of the chapters; school service projects, with a few more than half of the chapters working in this area; and the community service projects, being done by nearly 75 percent of the chapters in the state. The most outstanding fund-raising activities were the sale of candies, the sale of greeting cards and sundry items from one distributor, and the holding of school dances. Chief among the school service projects was assisting the faculty and administration with clerical-type duties. Most of the clubs provided goods, time, and talent to children's homes and homes for the aged. They also provided assistance to charities and deprived families.

Incentives were offered to individual members with the use of point systems whereby compensation for worthwhile activities was given. This system was utilized in order to increase the interest in the program and to reward members for past participation. In some cases, the point system was used to limit participation in activities.

Pennsylvania showed a record of participation at levels higher than the local chapter level with a large percentage of the chapters taking part. Contests held keen interest at the regional level, while election campaigns also claimed much interest at the state level.

It was generally believed that local school districts did not provide much assistance to the local clubs in furthering their work. The responses indicated that districts did provide buses for field trips and the facilities for conferences in about one third of the schools surveyed. It was indicated that there should have been more and varied cooperation with many more of the chapters within the state.

RECOMMENDATIONS

In view of the findings presented here on the activities of FBLA chapters in Pennsylvania, it is recommended that the following be considered:

1. More high schools in the state should be encouraged to affiliate with the FBLA organization in order to give their students a broader scope of activity.

2. Local chapters should continue to set up special qualifications for membership as their specific needs may require.

3. Local chapters should continue to have their meetings at times that are convenient for their members. More in-school times makes it possible for more students to take part.

4. The state and local chapters should take a longer look at the entire program to see what can be changed in order to interest the male population of the school to take an active part in the chapters.

5. The local school districts should attempt to make the responsibilities of the adviser a more inviting one. This could include more cooperation with the program, compensation and/or reimbursement for all expenses incurred in line with his work as an adviser, and a more meaningful selection of advisers--either in hiring new teachers or in assigning present ones to the responsibility.

6. Chapters should continue their record of fund-raising activities and service projects to the school and the community. These activities can and do give the chapter and the school wide publicity in the local community if they are performed in a worthwhile manner.

7. Participation beyond the local level should be encouraged for each and every chapter in the state and for a larger percentage of the members of each chapter. The members who are active at these levels gain rich rewards from their experiences. More of them should be able to gain these benefits.

8. The State office should continue to assist chapters and prospective chapters in planning worthwhile programs for the members. One help for the local adviser and officers would be to have a listing of suggested guidelines of activities which have been successful in the past. The listing should include:

   a. Special qualifications for membership in local clubs:
      Be a business major.
      Attain certain grade average in either business subjects or in all fields.
      Recite the Creed.
      Gain faculty approval.
      Demonstrate acceptable attitudes toward club activities.

   b. Uses of a point system:
      To determine attendance at conferences.
      To determine officer candidacy.
      To determine club emblems for members.
      To determine membership degrees.
      To increase participation in activities.

   c. Methods of payment of members' conferences expenses by:
      The member.
      The club.
      The school district.
      The member and the club.
      The club and the school district.
      The member and the school district.
      The member, the club, and the school district.

   d. Successful school service projects:
      School newspaper work.
      Assist with business teacher in-service meetings.

Provide equipment for the school.
Assist teachers with clerical work.
Assist in school office.
Conduct follow-up studies of graduates.
Perform work in school savings.
Serve as ushers or ticket sellers.
Make and display effective bulletin boards.
Make programs for school functions.
Orient students to the business program.
Conduct magazine campaigns.
Provide scholarships to worthy students.
Assist in school store or concession stand.
Serve as receptionists.
Make the school or department newsletter.

e. Successful community service projects:
   Supply holiday gifts to:
      children's homes.
      aged homes.
      the deprived.
   Assist with programs of the mentally or physically handicapped.
   Collect money for charities.
   Assist with the Lions' eye-program.
   Serve as typists or clerical workers for:
      toy drives.
      hospital volunteers.
      Red Cross.
      blood mobile.
      T.B. Society.
      Senior Citizens.
      local farm show.
   Ushering at community functions.
   Sending gifts to servicemen.

f. Successful fund-raising projects in Pennsylvania:
   Performing clerical work (typing and duplicating.)
   Presenting feature films.
   Holding fashion shows.
   Sponsoring sports events:
      powder-puff basketball.
      donkey basketball.
      volley ball.
      skating parties.
   Holding carnivals.
   Serving the sports department by:
      making programs.
      selling programs.
      selling tickets.
   Selling many items such as:
      candy sales:
         Cherrydale Farms.
         other companies.
         home-made candy.

- greeting cards and sundry items:
  - Tom Wat kits.
  - Underwood Greetings.
  - Cheerful Card Company.
  - miscellaneous companies.
- stationery:
  - In-the-Round.
  - Williams Stationery Company.
- food items:
  - sandwiches.
  - popcorn.
  - pretzels.
  - cakes, etc.
  - cookies.
  - fruit cakes.
  - pizza.
- candles.
- booster pins and shakers.
- photo albums.
- jewelry.
- soap.
- license plates.
- pens and pencils.
- Ko-Rec-Type.
- typing manuals.
- calendars.
- yearbook covers.
- pennants.
- clothing items:
  - velva-sheen shirts.
  - tee shirts.
  - Pro-Knitwear.

Holding car washes.

Serving at:

- school store.
- concession stand.
- checkroom.

Holding banquets.

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APPENDIXES

EXHIBIT A

FBLA CREED

I believe that free education is the right of every young person in America.

I believe that the future of America depends upon mutual understanding and cooperation of business, industry, labor, the home, the church, the school, and by the peoples of our own and other lands. I agree to do my utmost to bring about better understanding and cooperation on the part of all these groups.

I believe that every young person should prepare himself for a useful occupation, and that he should carry on that occupation in a manner that will bring the greatest good to the greatest number.

I believe every young person should be actively interested in better social, political, community, and family life.

I believe every young person has a right to earn his living at a useful occupation and that this right should not be denied him because of race, color, or creed.

I believe every young person should take responsibility for carrying out assigned tasks in a manner that will reflect credit to himself, his associates, his school, and his community.

I believe in my own ability to work efficiently and to think clearly, and I pledge myself to use these abilities to make America a better place for everyone.

EXHIBIT B

QUESTIONNAIRE

A SURVEY OF FUTURE BUSINESS LEADERS OF AMERICA
CHAPTER ACTIVITIES IN THE STATE OF
PENNSYLVANIA

School Name _____ Chapter No. _____

Address _____ School Population _____

_____ Dept. Population _____

Region _____ Chapter Membership ____

Person Completing
Form _____ _____
(Name) (Title/Position)

Please complete the following questionnaire based on the activities of your club for the school years 1967-1968 through 1969-1970. If a question is asked about which you have no basis for answering, please indicate this fact with a N/A symbol (not appropriate.) No specific school or individual will be identified in the report of the findings. A copy of the study will be made available to any individual assisting with the study upon request. If you desire a copy of the findings, please indicate that fact here.

YES _____

1. Do you refer to any listing of activities in planning your program of activities? YES _____ NO _____

   If YES, what source? _____

2. Does your chapter conduct money-making projects?

   YES _____ NO _____

   If YES, what projects have been most successful in your chapter during the past three years? (Please check all applicable.)

School dances	_____
Tom Wat kits	_____
Cherrydale candies	_____
Other candies (specify) _____	_____
Greeting cards and sundries	_____
(Company?) _____	
Stationery (specify kind) _____	_____
Sandwich sales	_____
Fashion shows	_____
Tours (specify) _____	_____
Other (specify) _____	_____

3. Do most of your members find it convenient to attend your meetings at the times regularly scheduled YES _____ NO _____

When are your meetings held:

During the school day	_____
Immediately after school	_____
Later in the evening	_____
Other (specify) _____	_____

4. Do you have special qualifications for admittance to membership in your club? YES _____ NO _____

If YES, what special qualifications do you require?

Grade Average:	
C or above	_____
B or above	_____
Other (specify) _____	_____
Other (specify) _____	_____

5. Do you have boys in your chapter? YES _____ NO _____

If YES, how many boys?	_____
If NO, why don't boys join?	
Lack of interest	_____
Lack of knowledge of organization	_____
Too many girls	_____
None eligible	_____
Other (specify) _____	_____

6. Does your chapter use a point system? YES _____ NO _____

If YES, FOR WHAT PURPOSE?

Determine attendance at conferences?	_____
Determine officer candidacy	_____
Determine club emblems	_____
Other (specify) _____	_____

7. Are your chapter members active on a level higher than the local chapter? YES _____ NO _____

If YES, please check the status at each of the appropriate levels.

	REGIONAL	STATE	NATIONAL
Attendance at Conferences	_____	_____	_____
Contestants	_____	_____	_____
Election Campaigns	_____	_____	_____
Officers	_____	_____	_____
Host Chapter	_____	_____	_____
Other (specify) _____	_____	_____	_____

8. How are members' expenses paid for conference attendance?
Individual _____ Club _____ Club/Indiv. _____ School District _____
Other _____ (specify) _____

9. Does your chapter perform services for the school?

YES _____ NO _____

If YES, what projects have been most successful from the point of view of the members?

Perform school newspaper work	_____
Assist with business teacher in-service meetings	_____
Provide equipment for the school	_____
Assist teachers with clerical work	_____
Work in school office	_____
Conduct follow-up study of graduates	_____
Perform work in school savings or banking	_____
Other (specify) _____	_____

10. Does your chapter perform services for the community?

YES _____ NO _____

If YES, what projects have been most successful from the point of view of the members?

Collect money for charities	_____
Participate in civic parades	_____
Supply holiday gifts to:	
children's homes	_____
aged homes	_____
deprived	_____
Assist with programs of mentally or physically handicapped	_____
Other (specify) _____	_____

11. How much time does the adviser of your chapter spend on FBLA activities on the local and regional levels <u>per month?</u>

	LOCAL	REGIONAL
0 to 5 hours	_____	_____
6 to 10 hours	_____	_____
11 to 20 hours	_____	_____
more than 20 hours	_____	_____

12. How much time does the adviser of your chapter spend on FBLA activities on the state and national level <u>each year?</u>

	STATE	NATIONAL
0 to 5 days	_____	_____
6 to 10 days	_____	_____
11 to 20 days	_____	_____
more than 20 days	_____	_____

13. Are the advisers paid for their work in sponsoring your club?

YES _____ NO _____

14. Are the advisers' expenses reimbursed for sponsoring your club?

YES _____ NO _____

If YES, by whom?

Club _____
School _____
Business _____
Other (specify) _____ _____

15. How long have you had the same adviser for your chapter?

1 year _____
2 years _____
3 to 5 years _____
6 to 9 years _____
10 or more years _____

16. How did your present adviser receive this assignment as adviser?

Assigned by administration _____
Requested by adviser _____
Agreed upon within the department _____
Requested by another (whom?) _____ _____
Required for hiring _____
Other (specify) _____ _____

17. Does your school contribute to the operation of your club?

YES _____ NO _____ DON'T KNOW _____

If YES, how does the school contribute to the operation of your club?

Provide buses for transportation _____
Pay dues for members _____
Pay attendance expenses at conferences _____
Provide facilities for regional meetings _____
Other (specify) _____ _____

EXHIBIT C

COVER LETTER A

123 Carriage House #2
1300 Oakland Avenue
Indiana, PA 15701
September 18, 1970

Dear FBLAer:

As one of the requirements for my Master's Degree at Indiana University of Pennsylvania, I am making a study of the various activities of FBLA chapters in the state of Pennsylvania. In order that I might complete this project and so that it will be meaningful to all the chapters in Pennsylvania and elsewhere who might wish to use it as a guide, I will need the cooperation of each chapter in the state. You can make this an accurate study by completing and returning the attached questionnaire before you leave this meeting today.

As I will need the cooperation of all the chapters in Pennsylvania and since some of them are not here for this meeting, I will mail questionnaires to those who are not here today so that they too might express their opinions for the study.

You will note that the information asked for is relative to the years 1967-1968 through 1969-1970. Please fill in for those years for which you have first-hand knowledge, even though it may not be for the full three years.

If you would like to have a copy of this study for your own use, be sure to designate that fact on the questionnaire form as indicated.

Thank you for your cooperation in this request. It is my hope that you and your chapter may benefit from this study.

Sincerely yours,

Alma Doris Nagle

Mrs. Alma Doris Nagle
Region XV Adviser

EXHIBIT D

COVER LETTER B

123 Carriage House # 2
1300 Oakland Avenue
Indiana, PA 15701
September 23, 1970

Dear FBLAer:

As one of the requirements for my Master's Degree at Indiana University of Pennsylvania, I am making a study of the various activities in FBLA chapters in the state of Pennsylvania. In order that I might complete this project and so that it will be meaningful to all the chapters in Pennsylvania and elsewhere who might wish to use it, I will need the cooperation of each chapter in the state. On September 19, I distributed to the representatives and advisers present at the annual Leadership Workshop at Robert Morris College a questionnaire which they completed and returned to me at that time.

As you were not present at that meeting and as I do need the same information relative to your chapter, I would appreciate it if you would complete the enclosed questionnaire and return it to me at your earliest convenience.

You will notice that the information asked for is relative to the years 1967-1970. Please fill it in for those years for which you have first-hand knowledge, even though it may not be for the full three years.

Enclosed is a self-addressed envelope for your convenience in returning the questionnaire to me. If you would like to have a copy of this study for your own use, be sure to indicate that fact on the questionnaire as designated.

Thank you for your cooperation in this request. It is my hope that your chapter and you may benefit from this study.

Sincerely yours,

Alma Doris Nagle

Mrs. Alma Doris Nagle
Region XV Adviser

Enclosures

EXHIBIT E

COVER LETTER C

123 Carriage House #2
1300 Oakland Avenue
Indiana, PA 15701
October 15, 1970

Dear

On September .3, I sent to you a questionnaire on the activities of your FBLA chapter for the years 1967-1970. I have not yet received your reply and am, therefore, asking again that you please return the completed form to me at your earliest convenience.

In case you did not receive the form or perhaps you have mislaid it, I am enclosing another copy of the questionnaire.

Please complete and return the form promptly so that I am able to compile the information before the holiday rush of activities.

Thank you so much for your cooperation. I hope that you are having a pleasant and profitable year with your FBLA.

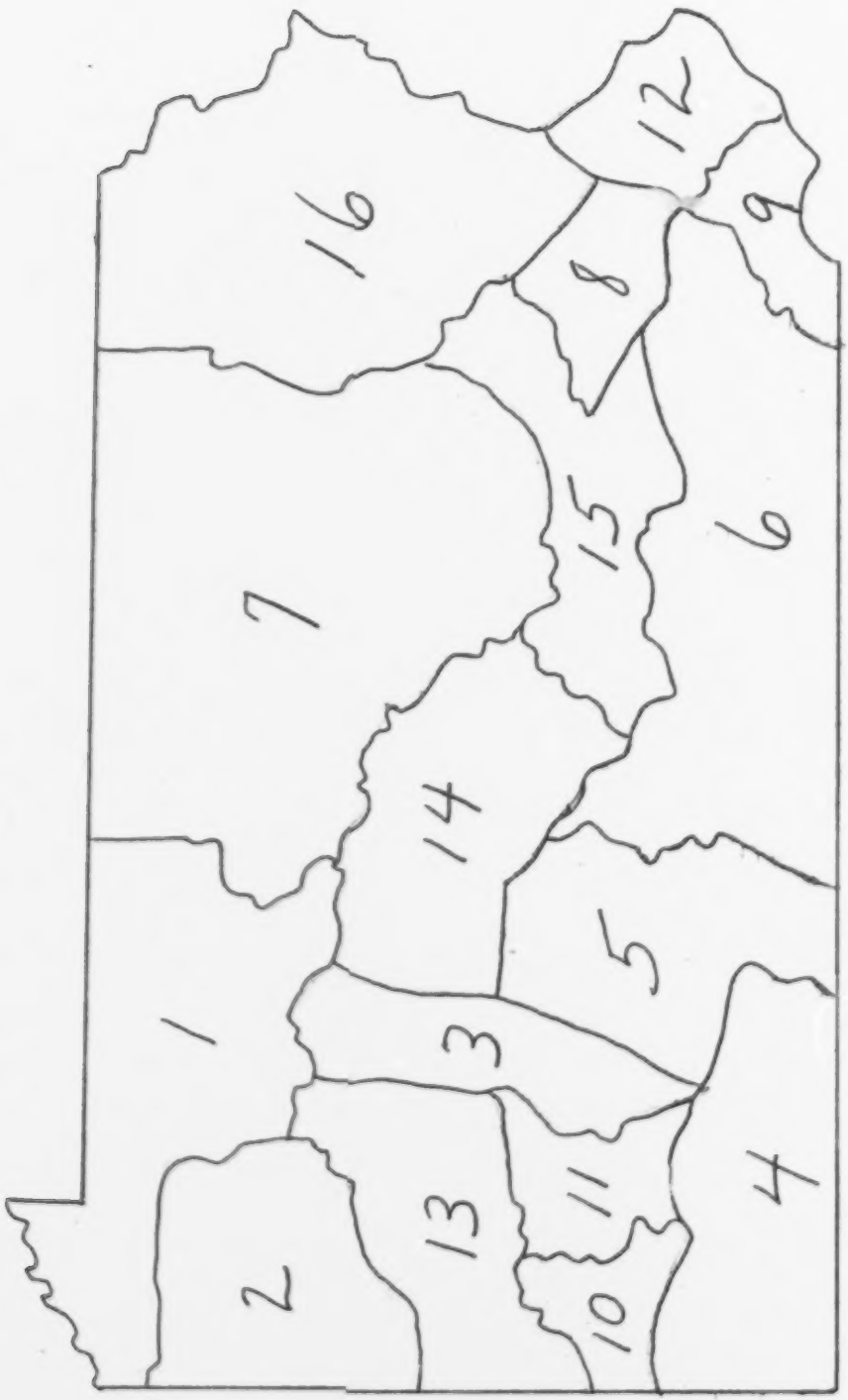
Sincerely yours,

Alma Doris Nagle

Mrs. Alma Doris Nagle

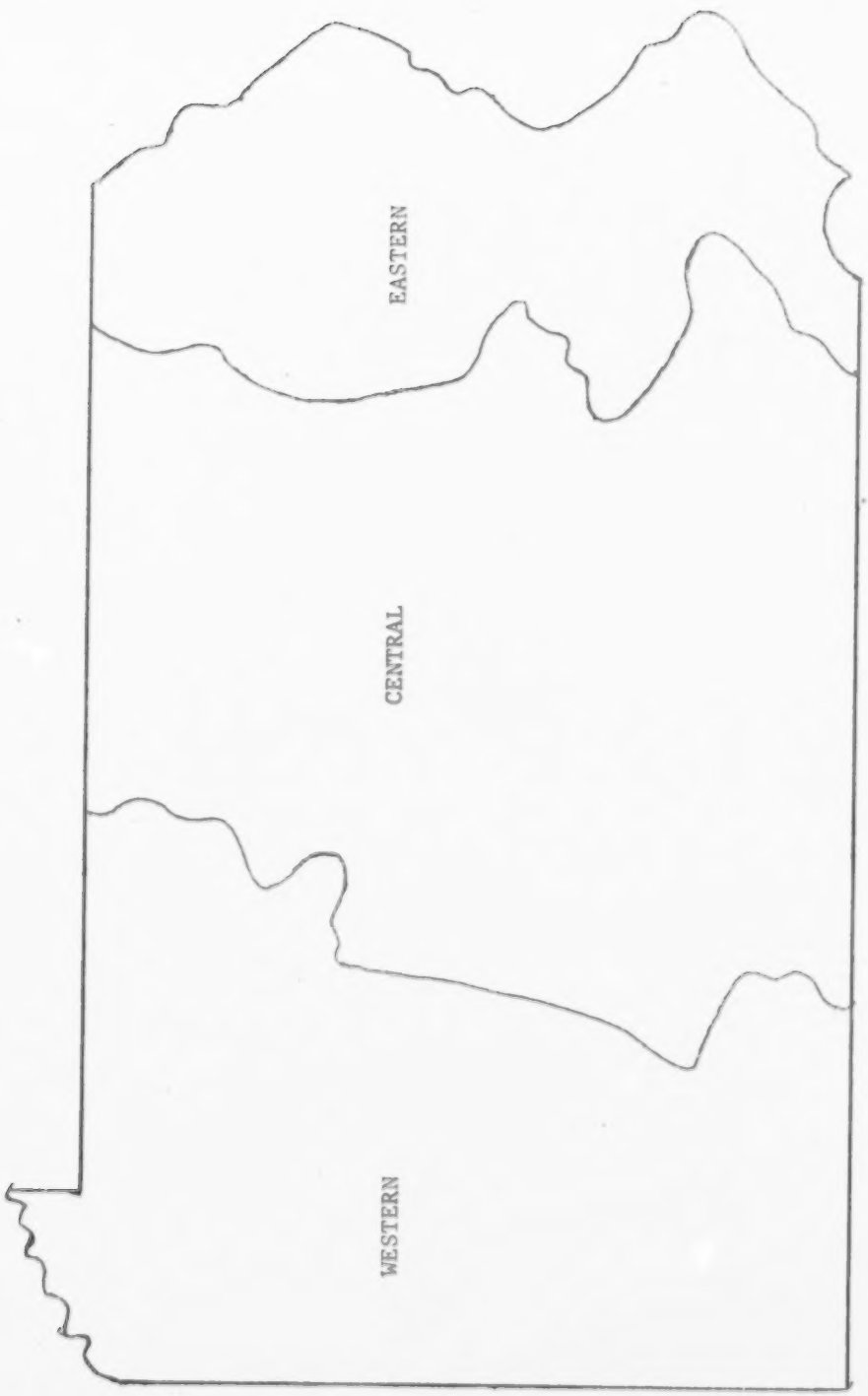
Enclosures

EXHIBIT F



Map of Pennsylvania Indicating Regions

EXHIBIT G



Map of Pennsylvania Indicating Districts